**Writing**

***Understand the construction of a story, the characters and their motivations, and make connections from the text to one’s own experience and knowledge.***

**Directions for “Writing Telephone”**

Each participant writes a sentence describing something that happened in the section you heard. The page will get passed clockwise and the next person who receives it must draw a picture of that sentence. When the picture is done the top of the page gets folded over so that the next recipient of the paper sees only the picture, not the original sentence. This person must then write the sentence that describes the picture they got. As they pass, they fold over the picture so the next person gets only their sentence. The game continues for at least 5 rounds like this. At the end, you get your paper back and see how your sentence ‘translated’.

**Generate More Ideas**

Take a few moments to think of some more ideas that would get your students working on writing skills (related to a book or not). What ideas do you have to get them actively engaged in expressing themselves and exploring ideas.

**More Writing Ideas**

Pen Pals Students reading the same book (ideally) write a letter to a friend summarizing what happened, why they liked it (or not), questions

they had, and what connections they could make from the text to

their lives. The letter gets delivered and the pen pal writes back.

Create Crossword Students create a crossword with clues that relate to the book they’re reading.

Journaling Students write about what will happen next, what they would change about the story or any other journaling prompts or comprehension questions, like alternate endings, how they would handle a problem,

or a book review.

Cooperative Stories Students sit around a table and start writing a continuation or different ending of the story they just heard. After a couple minutes of writing they pass their story on for the next person to add on to

and get someone else’s story to continue. This continues until the story is wrapped up. Sharing out is great, since everyone contributed to each story.

Diamante Poem Line 1: Name of Character

(diamond shaped) Line 2: Two words to describe character in beginning

Line 3: Three “ing” words to describe character

Line 4: Two words to describe character at the end

Line 5: One word to describe character overall

Word Chain Students take turns writing words that connect. The last letter of the word starts the next word. It continues until one player runs out of words. Example: applelephantreemptyounder

**Group Questions**

1. How did the writing activity go in your group? What were the participants’ experiences of them?
2. How could you modify this activity for your students?
3. Logistically, what are the pros and cons of trying it with your students/members?
4. What skills do you think this technique will help your students/members work on?
5. Which of the other writing ideas are you most interested in trying out? Why?